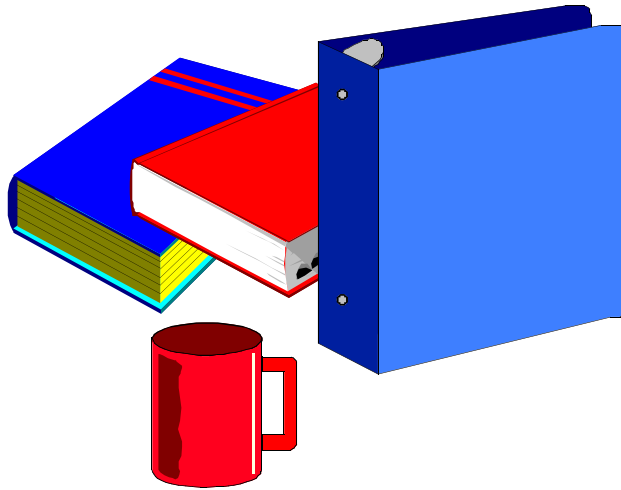


**Direct Support Professional Training
Year 1**

Teacher's Resource Guide



Session #7

Teaching Strategies: Relationships, Task Analysis and Prompts

**California Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

1999

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: #7

Topic: Teaching Strategies: Relationships, Task Analysis and Prompts

Core

Objectives: Upon completion of modules #7 and #8, the DSP should be able to:

- TS-1 Demonstrate the ability to identify the steps required to complete a task or activity.
- TS-2 Apply least-to-most assistance and/or prompts.
- TS-3 Demonstrate the use of positive feedback.
- TS-4 Demonstrate the ability to follow a plan for successful teaching.
- TS-5 Demonstrate the ability to do individualized teaching.
- TS-6 Demonstrate the ability to assess and teach individual choice-making skills.
- TS-7 Assess the effectiveness of teaching.

Time:

Introduction, Key Words,

Review Questions 10 minutes

Teaching New Skills 10 minutes

Establishing a Good Relationship 5 minutes

Task Analysis 25 minutes

Breaking Skills into Component Steps 10 minutes

BREAK 15 minutes

Overview of Prompting 30 minutes

Least-to-Most Assistive Prompts 30 minutes

Identifying Common Mistakes 10 minutes

Documenting Progress 15 minutes

Role play 15 minutes

Presentation of Homework Assignment 5 minutes

Total Time **180 minutes**

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
 - Hard copy of overheads or disk with PowerPoint presentation;
 - *Resource Guide* for all class participants; and
 - Flip chart paper and markers, or blank transparencies and overhead projector pens; water pitcher, glass or cup, table napkins, touch tone phone, personal address/phone book.

Preparation

Instructor should read over the presentation outline becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to Session #7, the first part of two sessions on teaching strategies.

Do

Show overhead #2

Say

Let's look at the review words for today's session (refer to page number in resource guide), they are:

- learning goals
- task analysis
- teachable steps
- prompts
- modeling
- documenting progress

Now, let's look at the review questions for this session.

Your Presentation Notes

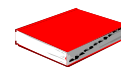
Session 7: Teaching Strategies - Relationships, Task Analysis and Prompts



Session #7, Overhead 1

Key Words

- Learning Goals
- Task Analysis
- Teachable Steps
- Prompts
- Modeling
- Documenting Progress



Session #7, Overhead 2

Do

Show overhead #3

Say

What are some of the things DSPs can do to build a good relationship with individuals whom they support?

What are two important reasons for using a task analysis when teaching a new skill?

What are some examples of the different types of prompts?

How would you use a least-to-most prompting strategy to teach a new skill, like turning on a light switch?

Teaching New Skills

Say

Teaching adaptive skills represents one of the most important types of support offered by human service agencies to people with disabilities. Support staff must have the ability to teach a wide variety of skills if people with disabilities are to develop to their fullest potential and experience an enjoyable quality of life. Because teaching new skills is so important, agencies providing support for people with severe disabilities are required to develop service plans for each individual with a disability they support. These plans describe useful skills for each

Your Presentation Notes

In-Class Review

- **How do you develop a relationship with the learner?**
- **Why use task analysis?**
- **What are examples of prompts?**
- **What are least-to-most prompts?**

Session #7, Overhead 3

individual to learn. For your homework assignment, you were asked to locate and review the Individual Program Plan (or IPP) and any supplemental service plans for three individuals with whom you work. You were asked to list some of the skills that each individual may want or need to learn to achieve his/her goals.

Ask

Several class members what they found in the IPPs and what skills they might be expected to help individuals learn..

Say

The next two class sessions will help you learn the teaching skills needed to support the individuals with whom they work to

- 1) learn new skills and
- 2) to effectively use skills the individuals have already learned.

Do

Show overhead #4

Say

Here are the things that we'll be talking about today in Session #7:

- Identifying skills to teach
- Establishing a relationship with the learner
- Using a task analysis

Your Presentation Notes

This Session

We will talk about:

- Identifying skills to teach
- Establishing a relationship with the learner
- Using a task analysis
- Different types of teaching prompts
- Least-to-most assistive prompting
- Recording learner progress

Session #7, Overhead 4

- Different types of teaching prompts
- Least-to-most assistive prompting
- Recording learner progress

Your Presentation Notes

Establishing A Relationship With The Learner

Say

The first and most important teaching tool is to develop a good relationship with the person you will be teaching.

Ask

The group to imagine working very closely everyday with another staff member whom they like and respect versus working with a staff member whom they barely know or dislike and disrespect.

Say

Which is likely to be the best working situation? In which situation would you be more motivated to do your best? We will not be very successful teachers unless we can establish a good relationship with the person we are teaching. Let's look at ways we can establish a good relationship.

Do

Show overhead #5

Do

Describe the things DSPs (in overhead #5) can do to establish a good relationship with the people whom they will be teaching.

Say

You will be learning to use many teaching tools over the next two classes but none is more important than getting to know the person you will be teaching and establishing a good relationship.

Task Analysis

Say

During this class, you are going to learn to teach an individual to do something that the individual does not already know how to do. Look back at the target skills you listed in your homework packet. Which of these will require you to teach the individual a new skill? When teaching a new skill, it is important to conduct teaching in a consistent way so that individuals can learn the skill more quickly. Often, the new skills we may be trying to teach are complex, requiring the individual to learn the many actions involved in completing each skill. Complex skills can be broken down into small steps that an individual can more easily learn to perform. Let me show you what I mean.

Your Presentation Notes

Establishing a Good Relationship

- **Get to know what the individual likes and dislikes**
- **Do things the individual likes to do**
- **Help to avoid things he/she dislikes**
- **Get to know each other's communication style**

Session #7, Overhead 5

Homework Activity
(to be completed before Session #7)

Locate the Individual Program Plan and any additional service plans for three people with whom you work. (You may need to ask your supervisor for help with this assignment.) Below, make up fictitious names (to assure confidentiality) for those three people. Beside each name, list some of the skills that each individual may want or need to learn to achieve his/her goals (from the IPP).

Person's first name	Skills to be learned
1.	
2.	
3.	

Do

Demonstrate a simple skill such as drinking from a cup and explain that the skill of drinking from a cup can be described as a series of actions or behaviors. After demonstrating the skill

Do

Show overhead #6

Do

Illustrate the steps of drinking from a cup.

Give the DSPs a moment to read the steps of the task analysis as you read the steps.

Do

Show overhead #7

Say

Listing the sequence of actions or steps involved in completing a skill is called a TASK ANALYSIS.

Do

Demonstrate the skill of pouring a glass of water. After you have demonstrated the skill several times, ask the DSPs to tell you the steps they see as part of the skill.

Do

Show overhead #8

Your Presentation Notes

TA for Drinking from a Cup

1. Grasp handle of cup

2. Lift cup to mouth

3. Drink



4. Set the cup on the table

Session #7, Overhead 6

Task Analysis

is breaking complex skills down into smaller, more teachable steps



Session #7, Overhead 7

TA for Pouring a Drink

1.

2.

3.

4.

5.

Session #7, Overhead 8

Do

List the steps on a blank overhead or flip chart paper

The steps may be:

- 1- grasp the pitcher
- 2- grasp the cup
- 3-pour the drink into the cup
- 4- stop pouring when the cup is full
- 5- set the pitcher on the table

Say

Not all teaching objectives require a task analysis. For example, if Jackie already knows how to wipe her face with a napkin but just does not use the skill at meal or snack time to keep her face clean, staff would not need to follow a task analysis. Teaching an individual *when* to use a skill that the individual already knows how to do, does not require a task analysis. Another type of teaching objective that does not require a task analysis is when teaching an individual to perform a skill more quickly or for a longer period of time. For example, teaching Carlos to work on his job for longer periods of time without a break is not the type of skill that needs to be task analyzed. During Session 8 we will talk about how to encourage individuals to use skills they already know how to do. Task analysis is useful when we

Your Presentation Notes

are teaching an individual to do something he/she does not already know how to do correctly.

Ask

Participants to turn to the activity *Drawing a Place Setting* (refer to the page number in the resource guide)

Ask

DSPs to imagine that they have been asked to teach one of the individuals whom they support to set a table using a plate, knife, fork, spoon, napkin and glass.

To imagine that the top box on the handout is a place mat.

Ask them to draw how they believe a place setting should look. In other words, draw where the plate should be placed, and where the knife, fork, etc., should be placed on the place mat.

Do

After each DSP has completed the drawing activity, collect three or four examples of what the DSPs have drawn.

Try to select a variety of arrangements of tableware depicted in each place setting illustration.

Your Presentation Notes

In-Class Activity: Drawing a Place Setting

On the place mat below, draw a picture of a dinner place setting including a plate, knife, fork, spoon, napkin and cup.



Using the task analysis for table setting the instructor has placed on the overhead, draw a picture of a dinner place setting including a plate, knife, fork, spoon, napkin and cup.



Show the class the examples you collected (one at a time) and ask for a show of hands if the place setting they have drawn looks like the example you are showing.

Say

If one of you worked on the first shift and the other on second shift in a home, and you were both trying to teach an individual to set the table, the individual would have a difficult time learning the skill because each of you is teaching a different skill.

One of the most important reasons for using a task analysis is to outline what we are teaching the individual to do so that we teach the skill the same way every time. Teaching the individual to do the skill the same way every time helps the person learn the skill more quickly.

Do

Show Overhead #9

Ask

Participants to draw a picture of a place setting using the task analysis for table setting as a guide. Explain that each person's table setting should now look like all others.

Say

By using a task analysis, we can teach the skill the same way no matter who does the

Your Presentation Notes

TA for Place Setting

1. Place plate on the table in the center of place mat
2. Place napkin on the place mat, directly beside and left of the plate
3. Place fork on napkin
4. Place knife on place mat, directly beside and right of plate
5. Place spoon on place mat, directly beside and right of knife
6. Place cup on place mat above the tip of the knife

Session #7, Overhead 9

teaching. Teaching the skill the same way each time eases learning.

Breaking Skills Into Component Steps

Ask

One of the DSPs to tell you the 5th digit in his/her telephone number.

Most of the group will have to silently say each of the numbers in the sequence to come up with the 5th digit.

Explain that for most of us to remember the digit, we have to think through the numbers in their specific order.

Say

Learning the numbers in order allows each number in the sequence to become a signal for the number that comes next in the sequence. Teaching a skill by keeping the steps in the same order every time makes the task easier to learn because each step serves as a signal for the next step in the task analysis. To illustrate, we do not all necessarily perform the steps of tooth brushing in the same order.

Your Presentation Notes

Ask

DSPs how many wet their toothbrush before applying the paste.

Say

Writing down a task analysis assures that we teach a skill the same way every time with all the steps in a consistent order.

Ask

Participants to turn to the Activity titled *Completing and Ordering Steps in a Task Analysis* (refer to the page number in the resource guide).

Do

Tell the DSPs that the steps in the task analysis at the top of the page for playing a movie video are not in the appropriate order.

Ask them to think through the process of playing a video and number the steps in the order that the steps should be taught.

After they have completed the ordering activity, ask one of the DSPs to tell you the order of the steps.

Next, ask the DSPs to read the task analysis at the bottom of the page. Several steps have been left out of the task analysis for shaving. Ask them to think through the steps involved in shaving and see what steps are missing.

Your Presentation Notes

In-Class Activity: Completing and Ordering Steps in a Task Analysis

Number the steps listed below in the order that the steps should be completed for operating a video cassette recorder (VCR).

- _____ Turns on the VCR and TV
- _____ Pushes the "PLAY" button on the VCR
- _____ Slides video into the VCR in the appropriate place
- _____ Holds video with title side toward palm of hand and tape side toward the VCR
- _____ Turns channel on TV to Channel 3

In the following task analysis for shaving with an electric razor, several of the steps have been left out. Find at least two steps that have been left out of the task analysis.

1. Picks up electric razor
2. Shaves right side of face
3. Rubs hand over right side of face to check for smoothness
4. Reshaves remaining beard on right side of face
5. Shaves chin
6. Rubs hand over chin to check for smoothness
7. Reshaves remaining beard on chin
8. Shaves neck
9. Rubs hand over neck to check for smoothness
10. Reshaves remaining beard on neck
11. Turns electric shaver off

Remind the group that the task analysis is written for shaving using an electric razor. After about a minute, ask one of the DSPs which steps appear to be left out.

Say

When you have created a task analysis for teaching a skill, it is important to do the skill yourself following the task analysis before you use the task analysis to teach. As you practice the skill yourself, make sure the task analysis is complete and the steps are arranged in a logical order.

Do

Have the DSPs observe as the instructor completes a skill such as calling a friend on the telephone. The instructor should complete the following actions:

- 1- Open personal address/phone book
- 2- Find the friend's name and phone number
- 3- Touch (or dial) the numbers in sequence
- 4- When someone answers, ask to speak to the friend

Ask

The group to jot down the steps involved in completing the task. The instructor may need to demonstrate the skill two times. After the group has completed the task analysis . . .

Your Presentation Notes

Do

Show overhead #10

Say

The task analysis you have written does not have to match the one on the overhead exactly as long as each task analysis includes all the steps for completing the task written in a logical order. Some of you may have broken the task down into much smaller steps.

Do

Show overhead #11

Explain that small steps may be needed for individuals who learn slowly or have physical disabilities that make their movements difficult.

Say

Here is a task analysis for the same skill but the steps are much smaller. This task analysis was probably written for someone who has more difficulty learning than the individual for whom the first task analysis was written.

Do

Show overhead #12

Say

The first and most important teaching tool is to get to know the person whom you will be teaching. Next, find out which skills are most

Your Presentation Notes

Calling a Friend on the Telephone

- 1. Find personal address/phone book**
- 2. Find the friend's name and number**
- 3. Place the call by pressing the numbers in correct order**
- 4. When phone is answered, ask to speak to friend**

Session #7, Overhead 10

Calling a Friend on the Telephone

- 1. Open personal address/phone book**
- 2. Find page with friend's name and number**
- 3. Locate the name of the friend to be called**
- 4. Locate the number of the friend to be called**
- 5. Lift the receiver of phone**
- 6. Listen for dial tone**
- 7. Find and press the first number**
- 8. Find and press the second number**
- 9. Find and press the third number**
- 10. Find and press the fourth number**
- 11. Find and press the fifth number**
- 12. Find and press the sixth number**
- 13. Find and press the seventh number**
- 14. When phone is answered, ask for the friend**

Session #7, Overhead 11

Summary

- 1. Establish a good relationship with learner**
- 2. Find out important skills to teach for each individual**
- 3. When teaching new skills, use a task analysis to teach the skill the same way each time**

Session #7, Overhead 12

important to the individual. This information should come from an individual's treatment plan. When teaching individuals to do skills they do not know how to do, we can begin teaching by breaking complex skills into steps. The size of the steps depends on how quickly you think the individual can learn. You will understand more about task analysis as we continue to talk about teaching.

BREAK for 15 minutes

Say

When an individual is learning a new skill, it will be necessary for staff to help the individual complete at least part if not all of the skill. The assistance staff provide to help an individual complete a new skill is called prompting. During the remainder of this class, we will be talking about ways we can prompt individuals when they are learning new skills that will help them learn more quickly and easily. It's important to remember that the goal is to support someone in learning something they want to learn, not to force someone to do something they do not want to do.

Opportunities to practice a new skill are important for any learner. As *you* learn new teaching skills during this class and the next one as well, it will be important for you to practice using these skills. We will practice

Your Presentation Notes

the teaching skills in this session using role play.

You may find the practice uncomfortable at first. However, practice is essential if you are to learn the teaching skills. After several practice sessions you will become more comfortable with the practice activities.

When you are playing the role of a person with disabilities, please try to act like one of the individuals with whom you work. The purpose of this practice is to give you a chance to practice each skill in situations that are as realistic as possible.

The more similar we can make the role play to reality, the better prepared DSPs will be to use the teaching skills in their own work settings. **In no way are the role play activities meant to demean or show disrespect for individuals with disabilities. The activities are only to create as real a situation as possible in order to learn the skills of teaching a new task.**

Say

Before we begin this part of this session, please divide yourselves into groups of three. Each time I ask you to practice a skill, practice should be done with this group of three people.

Your Presentation Notes

(Ensure that the groups are no larger than three or, at most, four people so that each DSP will have sufficient opportunities for practice.)

Overview of Prompting

Do

Show overhead #13

Say

There are many different types of prompts staff can use to help an individual complete a new skill.

Read the definition of a verbal prompt from the overhead.

Say

A *verbal prompt* can be any spoken question, instruction or direction which assists the individual in performing any step of the task analysis that he/she cannot perform independently. For example when teaching Susan to operate a cassette tape player, a verbal prompt might be to say, "Pick up the tape". Verbal prompts can be less directive than actually telling a person what to do. A less directive verbal prompt to pick up the tape might be to ask a question like, "What do you do first?". Verbal prompts should include only as many words as necessary to

Your Presentation Notes

Types of Prompts

- **Verbal** a spoken question or instruction which helps the learner do a step of the skill
- **Gestural** pointing, tapping or other body motion which helps learner know what's next
- **Modeling** staff shows the learner how to do part or all of the skill
- **Physical** guidance involving touch to help the learner do the skill -- can range from brief touch to complete guidance

Session #7, Overhead 13

provide a clear direction. If an individual does not understand what we say very well, too much talking may be more confusing than helpful. It may also be helpful if staff use the same words as prompts each time the skill is taught.

Do

Demonstrate teaching a simple skill using only verbal prompting.

Ask

One of the DSPs to play the role of an individual with disabilities.

The instructor will need to tell the DSP playing the role of the individual with disabilities not to do any of the steps independently but to respond correctly to the first prompt the instructor gives for each step.

The skill to be taught is how to drink from a cup.

Do

Show overhead #6 again

Explain that we begin the teaching process by giving a *general cue*.

Say

The general cue for this skill might be "Please drink your juice". The general cue tells the

Your Presentation Notes

TA for Drinking from a Cup

1. Grasp handle of cup

2. Lift cup to mouth

3. Drink



4. Set the cup on the table

Session #7, Overhead 6

individual to begin the skill. If it is a new skill that the individual with disabilities does not know how to do, prompts may be needed for each step in the task analysis.

Do

Demonstrate teaching the skill using a verbal prompt for each step of the task analysis on the overhead.

Say

Another type of prompt to assist an individual in completing a skill is a *gestural prompt*. A gestural prompt involves pointing to, touching something or any other body motion by staff which directs the learner's attention toward what should be done next.

Do

The instructor should demonstrate teaching drinking from a cup, using verbal followed by a gestural prompt for each step. Have the same person play the role of the learner as during the demonstration with verbal prompting. Tell the person to respond to the second prompt you give for each step.

Do

Show overhead #13

Say

Modeling is another way to assist an individual in completing a skill. Modeling involves

Your Presentation Notes

Types of Prompts

- **Verbal** a spoken question or instruction which helps the learner do a step of the skill
- **Gestural** pointing, tapping or other body motion which helps learner know what's next
- **Modeling** staff shows the learner how to do part or all of the skill
- **Physical** guidance involving touch to help the learner do the skill -- can range from brief touch to complete guidance

Session #7, Overhead 13

showing the learner how to do part or all of the step.

Do

Show overhead #6 again

Do

Demonstrate how you would model the first step in the drinking from a cup task analysis.

Do

Show overhead #13 again

Say

Modeling can be effective with any learner but is probably most effective with individuals who learn relatively quickly. Individuals with severe to profound mental retardation may not benefit as readily from modeling prompts.

Also, modeling usually is best used at the beginning of teaching. If a learner responds to the modeling with a correct skill response, then the modeling can be repeated with subsequent teaching trials. However, if the first use of modeling does not result in a correct learner response, then it is usually best to stop using modeling as part of the teaching approach. Modeling can be a time consuming teaching strategy, so it is best to make sure it is effective early in the teaching process before using it over and over.

Your Presentation Notes

TA for Drinking from a Cup

1. Grasp handle of cup
2. Lift cup to mouth
3. Drink
4. Set the cup on the table



Session #7, Overhead 6

Types of Prompts

- **Verbal** a spoken question or instruction which helps the learner do a step of the skill
- **Gestural** pointing, tapping or other body motion which helps learner know what's next
- **Modeling** staff shows the learner how to do part or all of the skill
- **Physical** guidance involving touch to help the learner do the skill – can range from brief touch to complete guidance

Session #7, Overhead 13

Say

Physical prompts involve physical guidance or touch from staff to assist an individual in completing a skill. Physical prompts can range from a brief touch to complete guidance whereby staff move the learner completely through a given step of the task analysis.

Do

Show overhead #6 again

Do

Demonstrate the drinking from a cup skill using verbal, gestural and physical prompts.

Explain that physical guidance can vary in intensity by changing the location on the learner's body where the physical assistance is provided.

Say

When teaching an individual who has severe movement problems to, for example, pick up a leisure material, the DSP can begin by guiding the learner's arm toward the material. A more assistive physical prompt would be to grasp the learner's wrist to guide the hand toward the material. The most assistive physical prompt for helping the learner to pick up a leisure material would involve the DSP placing his or her hand over the learner's hand and guiding the learner's hand to pick up the material.

Your Presentation Notes

TA for Drinking from a Cup

1. Grasp handle of cup

2. Lift cup to mouth

3. Drink



4. Set the cup on the table

Session #7, Overhead 6

Do

Demonstrate teaching a person to grasp the cup by providing physical assistance at the elbow, wrist and then hand-over-hand.

Least-to-Most Assistive Prompts

Do

Show overhead #14

Say

Prompts can vary in strength depending on how much help the prompt is to the learner. As a general rule, verbal and gestural prompts usually provide only a little assistance whereas full physical guidance provides the most assistance. However, which prompts are most or least assistive depends a lot on the learner. For example, if the learner has very good language skills, a very light or subtle physical prompt may be less assistive than telling the individual what to do. Some prompts are not useful at all for certain individuals.

For example, if an individual has a hearing impairment, verbal prompts will probably not be helpful at all. Similarly, if an individual has a visual impairment, gestural prompts are not likely to be helpful. If a person becomes upset when touched or physically guided to do something, using physical prompts may not be a good idea.

Your Presentation Notes

Levels of Assistance

**Session #7, Overhead 14**

The types of prompts used with each learner must be selected with the individual learner in mind. Suiting prompts to the individual learner will be easier if you have taken the time to get to know the individual before attempting to teach as suggested in the previous module.

Say

To help an individual learn a skill as quickly as possible, we should provide prompts following a simple guideline. We never provide more help than the individual needs to complete any of the steps in the task analysis of the new skill. When teaching a new skill for the first time, staff must find out how much help the learner needs to complete each step of the task analysis.

To find out how much help the learner needs, the DSP begins by allowing the learner to attempt to complete the first step of the task analysis independently. If the learner cannot complete the step correctly, the DSP should provide a mild prompt such as a verbal prompt. If the verbal prompt is ineffective, the DSP might provide a verbal accompanied by a gesture prompt.

If the learner does not complete the step after the verbal and gestural prompt, the DSP would next provide partial physical assistance (guiding the learner through part but not all

Your Presentation Notes

of the step). If partial physical assistance does not result in the learner completing the step then, the DSP should guide the learner completely through the step.

Once staff know how much help an individual needs in completing each step of the skill, then each time the learner practices the skill, staff should begin by giving less help than the learner usually needs to correctly perform the step. If the first prompt given for the step is not enough assistance for the learner to correctly complete the step, the DSP should give more and more helpful prompts until the learner completes the step correctly.

To illustrate, when teaching the learner to drink from a cup, if partial physical assistance is usually required for the learner to complete Step 1 (grasping the cup), then the DSP might begin by prompting the step with a verbal or a gestural prompt. If the verbal or gestural prompt is ineffective, then a partial physical prompt may be provided. If partial physical guidance is ineffective, the DSP should provide full physical guidance so that the step is completed correctly before the next step in the task analysis is attempted. After Step 1 is completed, the DSP should prompt Step 2 by giving a little less help than the learner typically needs to complete Step 2 (lifting the cup to the mouth).

Your Presentation Notes

Increasing amounts of help are given on Step 2 until the learner completes the step correctly. If prompts are provided in this way, the learner should receive the least amount of help necessary for successfully completing the step. In other words staff never give more help than the learner needs. Using prompts in the way just described is called a “Least-to-Most Assistive Prompting Strategy”.

Do

Demonstrate teaching the skill of drinking from a cup using a least-to-most assistive prompting strategy.

Do

Show overhead #15

Explain that there are some common mistakes staff often make when learning to use a least-to-most assistive prompting strategy.

Say

One mistake is that staff repeat prompts at the same level for a given step. For example, if a DSP tells a learner to “grasp the cup” (verbal prompt), if the prompt is unsuccessful in helping the person to complete the step, the next prompt for the step should be more helpful such as telling the learner to “grasp the cup” while pointing to the cup. New

Your Presentation Notes

Common Mistakes with Prompting

By providing:

- Same prompt more than one time on a given step
- More helpful prompt too quickly
- Less help with second prompt than with the first prompt
- Full physical guidance the first time

Session #7, Overhead 15

staff are often tempted to repeat the verbal prompt several times (“Hold the cup.”, “Come on, you can grasp the cup.”, “Pick up the cup, ok?”, etc.)

Repeating the same type of prompt for a given step is not a good idea. Repeating prompts only prolongs the teaching process and confuses the learner. If the learner does not respond to a given prompt then either the learner does not understand the prompt or is not motivated to respond to the prompt. Repeating the prompt does not help with either situation. Rather, a second prompt on any step in the task analysis should always be more helpful than the first. Similarly, if a third prompt is required, it should be more helpful than the second prompt.

Remember to wait a few seconds between each prompt to give the learner time to respond to the prompt. Sometimes staff give a more assistive prompt too quickly without allowing enough time for the learner to respond to a less assistive prompt.

Another prompting mistake is using full physical guidance as the initial prompt on *any* step of the task analysis. If full physical guidance is given as the initial prompt for a step, the individual being taught has no opportunity to learn.

Your Presentation Notes

A fourth mistake occurs when a DSP does any step of the task analysis for the learner instead of providing assistance so that the learner does the step. Staff should provide as much assistance as is needed for the learner to complete any step but should not complete any step without involving the learner.

Do

Demonstrate correct use of a napkin. Using a blank overhead or piece of flip chart paper, have the group task analyze the skill. The skill should be broken down into three or four steps such as 1) pick up the napkin, 2) wipe mouth, and 3) return napkin to lap or table.

When initially demonstrating how to teach the skill, use a least-to-most assistive prompting strategy the correct way.

Next, tell the group that you are going to make some mistakes in prompting to see if they can recognize the mistakes.

During the first demonstration, repeat a verbal or gestural prompt on one of the steps. On the second demonstration, give a full physical prompt as the initial prompt on one of the steps. Allow the DSPs to identify what you did wrong and what you should have done to have prompted correctly.

Your Presentation Notes

Ask the DSPs to practice teaching the skill of napkin usage within their group of three. One person plays the role of the teacher, another plays the role of a learner with disabilities and the third person observes to see if the prompting is correct. Roles should be switched until each DSP has had the opportunity to be the teacher, the learner and the observer. The instructor should circulate about the room to correct any observed errors in teaching.

Documenting Learner Progress

Say

The result of good teaching is that an individual makes progress toward learning a new skill. One way to check for progress is by comparing how much of the skill the individual has learned from week to week or month to month. We are going to learn one way of checking for progress.

Do

Show overhead #16.

Explain that a progress record form similar to the one on the overhead should be prepared for each skill identified as important for an individual to learn.

Using the progress recording form on the overhead, write the information needed to

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[illegible]

evaluate progress for Angela who is learning to pour a drink. List her name and the steps in the task analysis on the form.

Say

Once each week, when the skill is taught (point out that the skill should be taught many times each week but on only one of the teaching sessions is progress recording usually necessary), the DSP should record a "+" beside each step that is completed independently (without prompting) and an "0" beside each step that required any prompt by the DSP.

Do

Demonstrate teaching the skill of pouring a drink. Record on the overhead a "+" for each step completed without prompting and an "0" for all steps that required a prompt of any type.

Note that the progress recording approach is only one way to document progress. Staff may use other ways depending on what their agency desires.

Say

When the progress record shows that all steps are being completed independently by the person, then staff can see that the skill has been learned. When the skill has been learned, the DSP should continue to

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motivate the learner to use the skill at the right time and in different places. We will talk about how to maintain new skills in your next class.

Ask

DSPs to return to their groups of three.

Participants to turn to the *Progress Recording Form* (refer to the page number in the resource guide).

Ask

Each person to set up the sheet for teaching the skill of napkin usage.

The instructor may need to show how to prepare the form by completing the blank form on the overhead.

Each member of the group should teach the skill of napkin usage by following the task analysis, using a least-to-most prompting strategy, and recording the learner's performance on the progress record sheet.

Allow 15 minutes for the practice activity.

Circulate about the room answering questions and correcting any problems noted in teaching.

If any time remains in the class, have the groups practice teaching and recording the

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Progress Record

Name _____ Skill _____

"+" = independent "O" = prompted

Task Analysis:

Dates:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

learner's performance again.

Say

That ends our first session on teaching strategies. We've learned about identifying learner goals, breaking down goals into teachable steps, providing assistance when needed and recording progress. Next session, we will talk about how to provide positive feedback to learner and how to motivate learning.

Homework Assignment

Say

To be ready for your next class session on Teaching Strategies, make sure to complete the homework assignment in your *Resource Guide* for Session #8 (refer to page number) before the next session. Let's review the instructions together.

Don't forget to look at the key words for the next session. If you need help, you can find the definitions in the **Key Word Dictionary** in Session #12 of your *Resource Guide*.

Any questions?

See you next time

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Homework Assignment:
Session #8: Teaching Strategies: Positive Feedback and
Teaching at Natural Times

To be ready for your next class session on Teaching Strategies, make sure that you read the *Resource Guide* for Session #8 and complete the homework assignment **before the next class**. You will find it on pages 7 and 12 of your *Resource Guide* for session #8.

If You Want to Read More About Teaching Strategies

Curricular and Instructional Approaches for Persons with Severe Handicaps

by Cipani, E., & Spooner, F. , Editors (1994); Boston: Allyn and Bacon; ISBN: 0205140904.

Presents information and techniques instrumental in training teachers in the field of severe disabilities. Includes contributing authors who are recognized experts on the topic. Explains the current technologies and practices that best work in the classroom. Provides an overall reference for teaching practices, including procedures, programs, assessment instruction and research, concerning students with severe disabilities.

Instruction of Students with Severe Disabilities

by Snell, M.E., Editor (1993; 4th ed; New York: Merrill Publishing Co.; ISBN: 0024137510

Featuring ten completely new chapters, and eight chapters extensively revised, the Fourth Edition of this highly-successful book provides a complete portrayal of the status of education as it pertains to students with severe disabilities.

Teaching Students with Severe Disabilities

by Westling, D.L., & Fox, L. (1995). New York: Merrill Publishing Co.; ISBN: 0024265810

This is a straightforward, practical text for future teachers of students with severe disabilities...one whose high level of respect for persons with disabilities and their families sets the stage for students to adopt, and maintain, the same high standards. Comprehensive coverage addresses all of the issues pertinent to teaching students with severe disabilities, including both methodology and curricular areas, presenting topics in the chronological order in which a teacher would approach them: prior considerations; planning and assessment; general instructional procedures; and, finally, procedures specific to teaching learners with certain disabling conditions.

References for this Session

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by Alberto, P.A., & Troutman, H.C. (1999). New York: Merrill Publishing Co.

Curricular and Instructional Approaches for Persons with Severe Handicaps

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Instruction of Students with Severe Disabilities (4th ed.)

Snell, M.E. (Ed.). (1993); New York: Merrill Publishing Co.

Teaching Children with Autism: Strategies for Initiating Positive Interactions and Improving Learning Opportunities

by Koegel, R., & Koegel, L., Editors (1995); Baltimore: Paul H. Brookes Publishing Co.

Teaching People with Developmental Disabilities

by Oregon Research Institute (1988); available from Research Press, Champaign, IL (Video)

Teaching Students with Moderate to Severe Disabilities: Use of Response Prompting Strategies

Wolery, M., Ault, M.J., & Doyle, P.M. (1992); White Plains, NY: Longman

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by Westling, D.L., & Fox, L. (1995); New York: Merrill Publishing Co.

Training to Teach in a Day: The Teaching-Skills Training Program Instructor's Manual

Reid, D. H., & Parsons, M.B. (1994); Morganton, NC: Carolina Behavior Analysis and Support Center